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ABSTRACT

This workshop provided an opportunity for persons in higher education to participate in the development of an orientation program model for community colleges, small liberal arts college, medium-sized colleges, and large institutions. The workshop focused attention on career counseling, study skills, the minority student, the transfer student, the returning veteran, and women students. Accordingly, the report presents six papers that deal with these issues. Reports from the task forces formed by workshop participants from community colleges, public universities, and small, private four-year colleges summarize suggestions for orientation programs appropriate for their student populations. The report discusses the results of a 1972 survey of orientation programs at institutions across the country, and concludes with an annotated bibliography pertinent to the issues raised. (Author/LAA)

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COMMISSION 11

ORIENTATION WORKSHOP

at

OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN 48063

February 2-3, 1973

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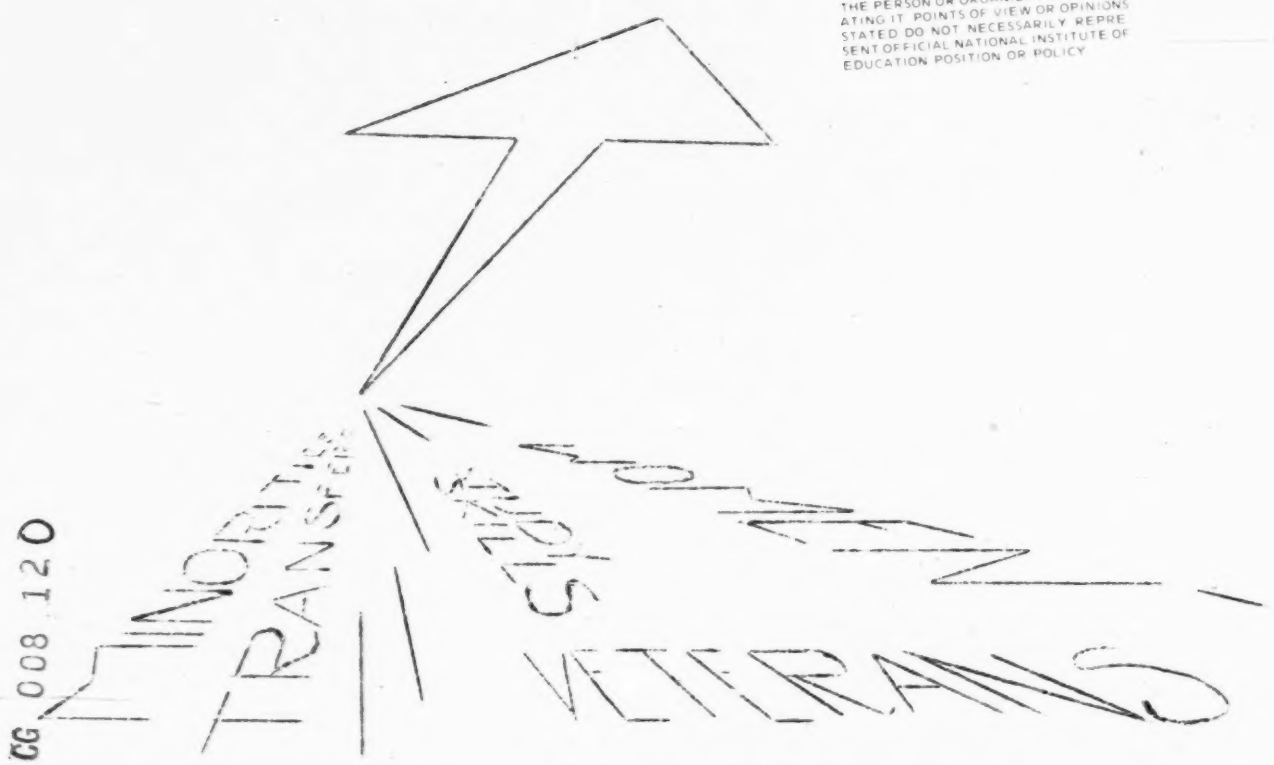

CG 008 120

To : Workshop Participants
ACPA Commission II, Orientation Workshop

From: Manuel H. Pierson, Chairman
Workshop Committee

Re : Proceeding from the Workshop

I wish, first, to apologize for the long delay in getting this report to you. There were a number of institutional priorities which overshadowed the work being done for the committee. This was complicated further with the loss of the tape on the new student session and the session on veterans. Efforts to get information for this report were slowed considerably.

This report is not a complete record of the proceedings. It does, however, contain much of what transpired. It was our hope to provide an orientation model of programs for different types of institutions. This was not possible. Joan Barnard, Assistant Director of the Workshop, has condensed the information from the task forces into one summary. We regret that models are not available as indicated earlier.

Again, I apologize for the delay in getting this report to you.

MHP:sc

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INTRODUCTION TO THEME

On behalf of the President and members of the Oakland University Community, I wish to extend to each of you a very warm and cordial welcome to Oakland. Our community is open to you during the one and one-half day workshop. Please feel free to call upon any member of the community for directions or information. If you should have some special informational needs about programs, services or other aspects of the university, please direct those questions to me, the workshop secretary or any member of the O.U. staff. They are identified by the special staff badges.

The workshop sessions have been moved from Van Wagoner Hall to the Oakland Center, the building in which we are now located. Initially, the workshop committee defined its population as being personnel - both students and staff who work in the actual development and implementation of orientation programs in two-year and four-year private and public colleges in the midwestern states of Illinois, Indiana, Ohio, Michigan and Wisconsin. We decided that our workshop would be directed at a population consisting of about forty (40) staff persons and about twenty (20) student leaders for a total of sixty (60) persons.

The response to our mailing was fantastic. Two weeks ago, I presented the overwhelming response to the committee and asked for direction. The committee instructed me to take up to one hundred (100) participants, and to maintain the quality of the workshop that we had hoped for by assuring that task force groups would be maintained at about ten (10) persons. This decision necessitated that the workshop sessions be moved from Van Wagoner Hall. This was done, and the changes are reflected in the program inserted into the materials given to you at registration. And NOW - an introduction to our theme.

It is our hope that the participants will accomplish the objectives of the workshop as indicated in the brochure announcing the workshop and detailed in the sheet in your program folder marked as "Introduction to the Theme." Before getting into the theme, let me share some workshop statistics with you. The workshop committee has registered one hundred and thirty-five (135) persons (105 college personnel and 32 students) from Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. The workshop was designed initially for 60: thirteen from community colleges; twenty-six from public, four-year colleges with less than 10,000 enrollment; twenty-six from public, four-year colleges with from 10,000 to 15,000 enrollment; twenty-six from public colleges with more than 15,000 enrollment; and twenty-six from private, four-year liberal arts colleges. The participants are affiliated with the American College Personnel Association, National Association of Student Personnel Administrators and the National Association of Women Deans.

The objective of this workshop, as outlined in the announcement brochure, is to provide an opportunity for persons in higher education to participate in the model development of an orientation program model for community colleges, small liberal arts colleges, medium-sized colleges and large institutions. It is the committee's desire that everyone will participate in the model development through the sharing of ideas and materials.

This workshop represents an attempt on the part of Commission II of the American College Personnel Association to provide a skill development opportunity for persons with responsibilities for planning and implementing orientation programs. A variety of activities have been planned to accomplish the committee's goal. We call your attention to the program included in your registration packet.

The workshop theme is "Issues in Orientation." We shall focus attention on the minority student, careers, study skills, the transfer student and the returning veterans. Our consultants for these issues are persons who can provide the philosophical and experiential bases necessary for a workshop such as ours. These sessions will be supplemented by the sharing of materials brought from the many institutions participating, the social interaction and the model development.

Since orientation is an approach to the system and serves as a catalyst for learning, it is therefore imperative that the issues identified as the foci for this workshop be included in any attempt at helping students cope with their life spaces, their learning styles and the world about them. It is the intent of the committee, that the participants develop a transmission system for students from high school to the type of institution which you represent. The system should be more than an induction ceremony - it should help young people cut the umbilical cord. According to Dr. Sam Proctor of Rutgers, it should be cut intellectually, morally and socially and you should help students to get ready to take his mind and start the search for himself in the cosmos. Orientation should be a beginning developmental process and should provide for the further development of the person and gaining of educational experiences in a continuous learning process.

The modesl which you will develop should assist students to find answers to these questions:

Why am I here?
What do I expect from this institution?
What does this institution expect of me?

The model should deal with the students' basic needs first, then deal with the philosophical.

Each task force should deal with the question of whether this transmission system can and should be a continuous process, an independent orientation program of one or two days or folded into the academic. A follow up question is HOW and by WHOM?

Now that you have had the "Introduction to the Theme", I would like to introduce the persons responsible for planning the workshop. I shall ask them to stand as their names are called. They are:

- Joan Barnard, Director, Upperclass and Transfer Student Advising at Oakland University. In addition, she is assistant workshop director and the person responsible for all of the on-site arrangements. She represented the small state supported institutions on the committee.

- Frank Begun, Student leader in the Orientation Program at the University of Michigan and one of three student representatives on the planning committee.

- Patricia Graham, student administrative assistant to the Dean for Student Services, workshop secretary and the person who has attended to many details of the workshop.

- William R. Heise, Counselor at Schoolcraft College in Livonia, Michigan and representative of the two-year colleges on the planning committee.

- Debbie Kalcevic, student administrative assistant to the Dean of Freshmen at Oakland University, a NASPA Intern who has focused her attention in the area of orientation primarily, and who has given the planning committee some very valuable insights and advice.

- Don Perigo, Orientation Director at the University of Michigan, representative of the large public institutions.

- Audrey L. Rentz, Assistant Provost for Student Affairs at Alma College and representative of the small, private, liberal arts institutions. Additionally, she is responsible for program evaluation and task force leadership.

There are several other members of the Oakland University Student Services Department and student advisers present, to whom you may direct questions during your stay and who have assisted in many ways with the workshop. I would like for these persons to stand.

And now the workshop. We will adjourn to the Gold Room for our first session to begin promptly at 1:45.

1:45 The First Plenary Session - Gold Room
Don Perigo, Coordinator

3:00 Task Force Session #1

We wish to call your attention to the numerals printed on your identification badge. This number represents the task force to which you have been assigned. Because of the nature of the workshop and the committee's expectations, we ask that you participate in the task force assigned. Further, we ask that you attend each of the three task force sessions so that the goals can be accomplished.

Now to the expectations. It is our hope that each task force will so organize itself that it can accomplish the following goal:

> Define the focus of the task force, make a definitive statement about orientation, drawing from the several philosophies about orientation and the many experiences represented within the committee, and develop a practical working model, utilizing the information given in the issues sessions. Please focus energies toward completing a model by the close of the workshop. Summary reports will be given in the final session and copies of the models will be mailed to each of you after the close of the workshop. Audrey Rentz will introduce the workshop leaders and recorders. Please conclude the first session at 4:45 P.M. so that we can board the bus in front of the Oakland Center for the social hour and dinner at 5:30 P.M. If any one wishes to drive over to the Hall, please seek directions from an O.U. staffer.
>
> And now, Audrey --.

KEYNOTE ADDRESS: ISSUES IN ORIENTATION

by
Dr. Thelma Vriend
Dean of Students
Wayne County Community College

I. Introduction: Can we relate issues to students?

A. While preparing this speech, I was reminded of the newly-inspired author who submitted his virgin efforts to the Reader's Digest for Publication.

"How I Made Love to A Sea Lion".

1. Suggested revisions:

a) Something with more universal appeal. We're concerned in this country with crime in the streets, law and order, patriotism, pollution, desegregation--so the second revised title was "How I Made Love To A Sea Lion For The FBI".

b) Fine, but we need more--what about the new search for meaning, the return to Christian principals, human relations, care of the aged, etc. The third revision then became, "How I Made Love To A Sea Lion For The FBI and Found God."

2. "Issues in Orientation" presented a similar challenge. There is much to consider but I believe we can relate it all to a basic theme, reality in orientation.

B. My own background and experiences, I must warn you, will certainly color my remarks to you tonight. I have found many challenges in:

1. The urban setting

2. A relatively new higher education scene-the community college

3. A community college that is truly different - a real maverick in its policies and student population-sort of a fore-runner in all the aspects of equal educational opportunity:

a) open door admissions - no application procedure

b) decentralized

c) born full-grown--a child conceived that no one expected to come to full-term

d) student body characterized by:

-Age - average - 27 years
-Sex - 60% female
-Race - 58% non-white (minority)
-Working - 70% of students are employed and 42% have dependents

(Financial Aid to 89% of entering Minority Students: full aid to 40%)

-Veternas - over 2000, or approximately 20%

4. The orientation issues listed for this conference parallel the "newly-enfranchised student" or the "current student newly-recognized."

   a) We can call them whatever we like, but today's students are here, and I suspect here to stay.

   b) My special feelings for this group of students reminds me of Jane Robinson's account of a happening in her article "Black Mystique."

"Not long ago, a crowd of about ten million people gathered in a hugh cornfield, right smack in the middle of Iowa. It was pouring down rain. But they stood there, hour after hour, umbrellas lifted - waiting. It seems that an angel was to descend from heaven and tell them all about God. Well, the appointed hour finally arrived. And sure enough, the rain stopped; the clouds parted; and down on a sunbeam, which streamed from the sky, came an angel. Everyone waited breathlessly for the angel's heavenly foot to touch earth, much as we waited for the astronauts' earthly foot to touch moon a few years ago. The television cameras lighted up the country-side. As the last step was made, the people, unable to contain their curiosity longer, began to shout, Tell us, tell us. What is God like? The angel replied angelically, "Well, first of all, she's black...."

C. In reviewing the program I realize that some things may have been discussed previously during afternoon sessions. I will risk repeating them in order to place them in the context of my overall charge to you.

D. The demands of the current student necessitate a clear review by student personnel workers especially, and all college personnel, of some basic facts and positions: (This is especially important for those whom have been around a long time.)

   1. What are students like and what do they want?

   2. Are our basic philosophic and theoretical approaches to the current students sound and adequate to assist them in reaching their goals?

   3. How can we translate these adjusted theories into practice? (re-think the whole process of orientation from theoretical and procedural bases.)

II. Our Current Students: Do We Recognize Them?

A. Forces that have caused changes in higher education are cited in the Carnegie Commission Report on Reform on Campus. Society has always fashioned its educational institutions to suit its needs. During the 60's the validity of higher education was again challenged.

1. Movement from elite to mass higher education in the U.S.

a) education something other than the elitist, meritocratic privilege

b) privileged students attributing higher status to free education-self determined and informally derived

c) less privileged students demanding access to college

2. Explosion of new knowledge and obsolescence of old knowledge has increased enormously.

3. Changing labor market situation for college graduates. The whole occupational structure is more dynamic. Need for broader-based backgrounds, training and re-training throughout life.

4. New Perspectives on the content of the curriculum. Problem of what an educated person can and should know about society and self.

5. New societal problems that beg for solutions. An increasingly urbanized society demands answers to accelerated intensity of problems: crime, pollution, transportation, health care, human relations, housing, traffic, school quality, etc. (Even the Boy Scouts of America recognize this in their programmatic approaches.)

6. Cultural revolution with its concentration on sensate experiences and political idealogy.

7. New perspectives on the world and genkind's place in it.

B. These changes are reflected in today's college student.

1. Characteristics

a) highly diverse in ability, achievement, ethnic and political orientation, age, academic and occupational interests

b) income levels - (Socio-economic factors) , more students want to attend college and can afford it. More students from working class homes. Many first in their family to attend college.

c) The older students are usually employed and have continuing family or home responsibilities. They arrange class schedules to fit work schedules. They have practical commitments to learning and seek tangible and pragmatic learning experiences. This includes the veteran, the person who has been out of school for a long period of time, the senior citizen, the worker seeking career upgrading.

d) Minorities - Between 1964 and 1968 college enrollment of Black students increased by 65%. Other minorities include larger numbers of women, Chicanos, etc.

e) Academic and occupational interest. Students tend to be more career-oriented, task-oriented. Tend to value the vocational model of education. With high unemployment rates, changes in the demand for some occupations, and new occupations, the whole occupational structure is more dynamic.

2. Needs and Goals

1. With the diversity previously mentioned and different demands on students, they need to be helped to:

a) know who they are: Strengths, weaknesses in all areas. (assessment)

b) clarify and focus on goals: What do I want? Where am I going? (counseling for personal, educational and vocational and vocational goal-setting.)

Speaking to the Chesire Cat, Alice says, "Would you tell me, please, which way I ought to go from here?" "That depends a good deal where you want to get to", said the Cat. "I don't much care where ---" said Alice. "Then it doesn't matter which way you go", said the Cat. "--So long as I get somewhere", Alice added as an explanation. "Oh, you're sure to do that", said the Cat, "if you only walk long enough."

3. Accomplish goals and re-evaluate them periodically: How to get where I'm going, or what I want. (Support: academic and other)

These will be discussed in more detail later.

III. An Examination of Basic Philosophic and Theoretical Approaches:

Do We Believe That Students Are Worthwhile?

A. At this point can we re-evaluate our basic beliefs about the nature of people -- all people--genkind -- including the new and different current student. Also let's examine what we believe about who can learn. (The Student As Nigger)

1. Jon Geis in his Three-part Model for a Unified Theory of Psychological Counseling proposed that any theory of helping people must include a Theory of What People-in-the World Are Like; A Theory of What Is Good For People-in-the World; and A Theory of What May Constructively Influence People-in-the World.

   a) nature of the individual

      -inherent worth of every individual
      -uniqueness of every individual
      -concern for the individual in his social setting

   b) activities of the individual

      -attitudes and perceptions of the individual is the bases on which he acts
      -individual usually acts to enhance his perceived self
      -individuals have the innate ability to learn and can be helped to make choices that lead to self direction consistent with social improvement.

   c) individuals need guidance as a continuous process from competent guidance personnel

2. Bloom, in his article, "Learning for Mastery", deals with an important concept. His ideas are especially important in addressing ourselves to the current student in higher education. One brief quote from Bloom should suffice to stimulate the direction of our thinking today:

   "Most students (perhaps over 90%) can master what we have to teach them, and it is the task of instruction to find the means which will enable our students to master the subject under consideration. Our basic task is to determine what we mean by mastery of the subject and search for the methods and materials which will enable the largest proportion of our students to attain such mastery."

B. Some Basic Questions.

1. Does the fact that a student is different make him basically inferior? We need to take a cold look at the application of this question to our newly enfranchised students: women, minorities, different age groups, veterans, transfer students.

2. Can we replace the remedial concept of instruction with a developmental approach?

   Development that has not reached an expected level at a certain point in time does not mean that this development cannot occur. Remove the hint of stigma.

3. Can we replace the moralistic attitude: "What an individual should know" whith an objective attitude: "This is where the student is; this is where he needs to be to attain his goal, and here's how we can help him."

4. Can we redefine the concept of a drop-out?

   Has the student's set goal been reached rather than has the student finished 2 years or 4 years?

   a) Counselor to Student: "Are you a Drop-out?" "No, I'm a Caesarian Section."

   b) We learn from those we serve; often they're way ahead.

5. As human relations experts do we constantly convey important philosophic ideals to other school personnel? Our beliefs and actions help to influence the system.

IV. From Theory to Practice: Is A Total Entry Experience Possible?

A. Orientation -- a wider definition

1. "Orient" - (Not to be confused with "Orientate" which means to face the East) Webster defines as: "to acquaint with the existing situation or environment"; "to set right by adjusting to facts or principles".

2. To orient as related to higher education or any other situation is interpreted by me as more than to "acquaint or set right". It is to learn to use, control, manipulate, or even change existing situations or environment to achieve one's goal.

3. The goals of orientation may well follow the theme of the Carnegie Commission's Reform on Campus.

   a) to enhance each student's opportunity to find a learning environment that best utilizes his natural strengths to help create for himself a more satisfying life.

   b) to choose from among academic alternatives and a combination of external conditions and influences, those that most enhance the student's acquisition of desired skills and knowledge.

   c) to find an instructional situation that is for each student as close to the ideal as humanly possible.

4. Orientation as a one-time-only, set-in-time event is an outmoded concept.

   a) high schools recognize this as a Detroit Public Schools Handbook for SHA Educational-Personal-Vocational Orientation outlines: "This handbook was designed to cover basic information needed by students before graduation.. not recommended that activities be implemented in any single time period."

b) SHS orientation also designed to help the student understand and negotiate 1) the school: the system, programs, personnel, procedures; 2) one's self: appraisal and understanding; 3) careers. what's available and how you get it; and 4) educational and vocational planning: how to set and reach your goals.

c) I propose orientation as a continuing entry level experience. It begins on first contact and permeates the entire first year experience.

Leona Tyler in her "Reflections on Counseling Psychology": "... to help individuals reduce the confusion they find in their lives by organizing vaguely sensed possibilities into feasible alternatives and choosing the life styles that meet their needs, the causes they wish to serve, and the kinds of experiences they want their lives to include. For some the core of this commitment will be a career choice, but for others it will not be."

B. I challenge you to develop a unique, individualized, entry level experience, broad and encompassing enough to meet the needs of every student who shows up for the first time. (new or transfer)

1. Need for this kind of program was established:

a) nature of our students, their goals and needs

b) nature of our communities: problems and challenges

c) nature of our society; dynamics and demands

2. Such a program addresses itself to the problems of retention, career preparation, and a highly diversified student population.

C. Elements of a total entry experience

1. Assessment-Counseling-Support Network

a) interdisciplinary

b) organized to cross superficial boundaries and serve the student as a whole

c) leadership by guidance personnel

d) strategies for total college involvement

e) provides the following components:

-Assessment to determine where the student is in basic academic achievement: reading, math, other; educational and career planning; financial need; health; etc.

-Counseling and advising assist the student to develop his educational and career plans; explore his personal concerns; examine learning style; select foundation classes, and explore related experiences.

2. Support in the way of:

   a) basic foundation courses organized to take into consideration alternative learning and teaching styles

   b) human resources clinic

   c) expanded learning alternatives

3. Expanded Learning Alternatives

   a) alternative learning and teaching styles in the classroom- such as Open Studies group-style approach to learning.

      -Basic Foundation Courses -- All academic areas
      -A Basic Introductory Foundation Course - Psychology of Human Resources

   b) learning laboratories

   c) Extended Campus - Community Projects; residential experiences

   d) alternate credit systems

      -Manhattanville College's Portfolio
      -U of M Independent Study
      -Credit by examination on previous experiences
      -Credit by community involvement (drug clinics, youth projects, etc.)

4. Strategies for Students

   a) Plan as for a campaign, to win (These must permeate all activities in the entry experience)

   b) include ways to "beat" the system or change it to meet their needs: (We want the Student to Win)

      -to deal with the higher education institution,
      -to get the most of what is needed from every and each member of the College Community,
      -to conquer self and use all of own resources and that of other students.

V. Summary: Have we related to issues in orientation?

A. Careers

1. New Detroit's recent (1972) report on employment yields some pertinent data.

a) The #1 reason for unemployment is listed as lack of skills, education and experience.

b) Currently unemployment:

Metro Detroit (Wayne-Oakland Macomb Counties)	6.9%
Detroit (City)	8.9%
Inner-City (high % women, Blacks and youth)	14.0%

c) Goals for 1980:

-No unemployment
-No underemployment
-No undertrained employees in the 20-65 year old Labor Force

d) There will be an upward shift in educational level of the labor force during the 1970's. Workers must have more training. (The National Task Force on Continuing Education and Public Affairs Claims we're already "too educated, too degree-conscious.")

2. The above data should influence educators of the current college student.

-Community education centers
-Re-training opportunities for adults

B. Special Students with Special Concerns

1. The Minority Student: Women and Non-Whites

a) Face more employment problems, for example in the New Detroit report:

Non-White unemployment was	13.8% (1971)
Women " "	10.6%
Youth (16-19) " "	27.0%

b) The new minority student (Moore, WM.V.)

Militant: No longer feels beyond redemption
Hostile to a process that has never provided for his needs
Stresses the importance of his own culture and values and demands that they be reflected in the institution of higher learning

Blunt, direct, candid, cynical
Takes disappointment better
More worldly though less academically sophisticated
Independent

These are <u>strengths</u> to be utilized in the process of the Student's development.

c) Higher education needs to respond to these strengths.

Give special attention to the way each minority student differs from the traditional college student for whom we plan our present system.

Provide for the learning difficulties of this student (the minorities) as it provides for the learning abilities of honor students.

2. Veteran

a) Alienation - Society - Community Adjustment

b) Benefits

c) Older - more goal oriented?

3. Transfer Student

a) Change in life style if from commuter to campus

b) May be from a college more sensitive to their needs with like-persons as colleagues

c) Learning styles often different

d) Meets often a wall of prejudice from the new college

-Full transfer rights provided?
-Artificial ceilings on academic ability and interest

C. Can we meet the challenge of the current college student? We can if we open the door to the new and radical ideas on <u>how</u> to meet the challenge.

1. Community Colleges forerunners of ideas much as New York City is for trends in problems for Metropolis.

2. Change is with us. We can reflect that change in a total entry experience that extends beyond an artificial orientation of X days or weeks.

a) I maintain that student personnel workers ought to be about more than superficial concerns. They must take the leadership in providing that total experience for all students.

b) I challenge you to examine your own beliefs and knowledge of students and what they need for higher education to provide.

c) I challenge you to transmit that philosophy to all college personnel so that they know who our students really are, and what the mission of higher education must become.

"Systematic Career Counseling Model"

by
John Webber, Director of Counseling
Jim Sylvester, Technical Counselor
Schoolcraft College, Livonia, Michigan

William Hice, Counselor at Schoolcraft College
Discussion Leader

(The session was tape recorded. The following is a transcript of the session. The question and answer period is excluded. In some parts the taped record was of such poor quality that it resulted in elimination of some material. We apologize to to the presenters for omissions or distortions, if any.)

Some students come to college who have made a tentative career decision but after entering college will take another look at that decision. Colleges need to have some sort of decision-making process available for them. Perhaps during the second year, or whenever they choose a major is the time that a career decision-making process is in order. In terms of orientation at Schoolcraft, we introduce at least some of the options that students have in making a career decision.

I hope you are here this morning to consider the topic of career decision-making for students. I know that the theme of the Workshop is Orientation but what we are going to be talking mostly about is career decision-making on the part of the students. The orientation program, at Schoolcraft, is directed by the counseling department. It has a very narrow approach because of what the counseling department would like to do with the incoming freshmen students.

An orientation day for a new student at Schoolcraft consists of getting this appointment, and a group of some 60-70-80 students will meet in our liberal arts theatre and get some general information about Schoolcraft College. I won't make an evaluation of that hour--of what happens at 8:00 in the morning. But <u>don't</u> have a mass meeting of students at 8:00 in the morning. We do give information about Schoolcraft at that time however. Then we break off into smaller groups and we use a workbook with students in an attempt to get them to do some thinking about why they are at Schoolcraft. What are some of their experiences in high school? How do their experiences relate to why they wish to attend Schoolcraft? What kind of educational goals have they set for themselves at Schoolcraft? What kind of career goals might they have? We attempt to get them to begin to do some thinking--not decision making, but some thinking.

A counselor will then meet with each individual student, for an individual appointment, to discuss in more detail his educational, or career goals, his personal needs, why he is at Schoolcraft, and also to make a selection of courses. Whether that selection is directed toward some career goal or not is up to the student. However, students are assigned to counselors based on interest. When we get a listing of students who have been admitted to Schoolcraft College, if the student has made a choice and has said "I want to go into the Electronics Technology program" then that person will be seeing the Technical Counselor when he has his orientation.

There is a category of undecided careers: the student that is not sure of what area of technology he might want to go into, but thinks that technology is an area he would have an interest in. This is where the Technical Counselors have worked up a program that I'd like Jim Sylvester, one of our Technical Counselors, to talk about now.

"Technical Orientation Seminar"

We sat down one afternoon, about three or four of us, and started looking at some of the problems we were having with our students, and started looking for some solutions. The result was a Technical Orientation Seminar.

I guess what really started to impress me was the lack of knowledge--even with the students who had made a committment to electronics, metalurgy--how totally oblivious they were to the other programs in Schoolcraft. What were the short-term and long-term goals of the program? What was the occupational outlook? What could he do after he had completed the degree? Could he piggy-back it into something else? Even those who had made choices had made them, we were finding, on some rather flimsy input of information. The influences of the home and the school--true, best intentions meant by these people. They lacked the information. The student had a narrow scope of being affected or influenced by these people. He had an uncle who was a draftsman, or a brother that was going to be a machinist. These were isolated influences. They hadn't weighed apptitude, their own personal interests. Sometimes I really thought they were throwing darts. We were coming up with an unbelievable amount of change of curriculum.

In addition to the undecideds, the seminar was structured to give the student a two-hour "hands-on" look at each of the curriculums within the Applied Science Division. Counseling had the function of initial contact; we do some testing in interests, we do some testing in aptitudes and we do some interpretation testing. The "hands-on" look actually will have sixteen sessions. The sessions themselves will be handled by the chief instructor in that department. For example, if it is about culinary arts, it will be handled by the chef of chefs within that department. If it's bioelectrical medical, it will be handled by the primary instructor in the bio electrical medical area. Efforts have been made to assure that this is not a recruitment or selling of the product. It is an explanation of the product.

What succeeds? What are possible problems? What are limitations? What types of things happen in the field? With the number of fields we have, I'm quite sure some of them I can speak pretty well on, others, I'm pretty slim on knowledge in those areas. I tend to spend some time with the instructors, being housed with them, and in their classroom. The student has a two hour contact, this winter semester we're running two consecutive hours. We had run it on a Tuesday and a Friday. They have guest speakers and in some cases they've had field trips, some cases we've had our graduates come back and put on a program (that's within the department). I watched the Architecture Division work the other day and two of the former students who are in the field are doing some design work for major houses, in two different aspects of design. They put on a fantastic program.

With a community college, in our particular case, the lock-step curriculum, the actual technical courses that were taken in a specific curriculum in the fall semester will be a pre-requisite to the winter semester. We run this through in the fall, and what do you do if Architecture is the choice and the introductory architecture course will not be taught for another year? You really have to do some work

on the periferal courses to make sure things are plugged in, gotten out of the way, so when he does actually slot into the technical courses that he needs, he feels he's got clear sailing in his major choice. We are working with a unit now trying to put this together to make two week concentrated summer sessions in the high school level student just graduated or in the eleventh grade prior to his entering Schoolcraft. This carries two credits which is applicable to any of our technical courses as the elective credit. There is a fee for the credit hours.

We are now considering video-taping of each of these areas. We could put on a presentation in the high schools of these areas, and in turn, with a relatively large group, an auditorium-type group, the counselors could take their own sections, the people interested in isolated areas: drafting, electronics, culinary, data processing. With the video tape, they can work in small groups for in-depth material in those specific areas. I've come to the decision, that having gone through all these, finding noth that they are willing to make a commitment to, at least they have been able to eliminate things that are not going to apply to them; as opposed to enroll, pay tuition for twelve-fourteen credits, maybe attend a couple of semesters, and say, "Wow, this is really wrong. I've got twelve-fourteen credits of metalurgy, what am I going to do with them? If I go into accounting, how can I use these credits? Will they substitute for anything?" This is the kind of monster we're dealing with.

One semester of technical courses with the undecided students even looking at this, in working with them, building a schedule, I try to build courses that pretty well will work with any other curriculum or at least substitute into any of the curriculums as he tries to get a "hands-on" feel for what is offered. It is not a panecea. At this time we feel it is working. The response from the people has been positive. Within the Applied Science Division, we are talking about paycheck education, we are talking about "hands-on" type of activity. The students constitute about forty-two per cent of our enrollment, with a vast age difference with the student body.

We have reason to believe that the Tech Orientation will go to several sections next fall. We are doing some refining in it. It has some problems, however.

I hope that as you look at it you might see some part of it that will apply to you, or at least you could siphon out something and build it as a tool and try it. If you try something and you come up with anything from this, I would really appreciate some type of contact and say, "Hey, we took that instrument that you were talking about and we did this and this and this to it and these were our results." Yours will be better than mine, I think! We may be using yours.

From this I mentioned the tool that John uses, this is a natural lead into this so I will turn it over to John Webber.

"Career Development"

Two years ago, the counseling staff of eleven counselors and myself, decided that the kind of thing that we did and had been doing

and is typically done and imposed upon all of you as counselors in career counseling, was rather haphazard. A counselor was left to do his thing with the student and he made an evaluation of the student and his particular needs, and then tried to get some assistance in career counseling. I fear that many times, very quickly, counselors turn to career information. Career information certainly is a part of career development, but it's sure not the whole thing. So I asked the counselors to write down what it is that you do with a student in career development, and don't make it elaborate, don't write pages, but put it down and we'll come together in a meeting and share what you do. Now these are people who have worked together for, some of them six years-four years-five years, offices in the same area, and we sat down in that meeting and shared these kinds of ideas and ways of working with students in career development. And we found a great many things that the person next to you was doing that you hadn't even realized he was doing. We gained a great deal simply from that experience.

From that point on, we developed a committee that worked for a whole year. We felt that need to have something systemized in terms of our efforts. Yes, a counselor is an individual, but in an area like career counseling, there are many inputs into this and we felt that going through the task of identifying everything necessary to make career decisions was going to end up with a systematic approach. We were after a systematic approach--that turns some people off--but we were after this. This committee developed six topics that we feel are all-important to career decision making. You've got the material, you'll see that the six topics are listed there. Each topic, then, is dealt with by the student in the order that you see presented. (This was an outline presented to the Workshop participants.)

But first let me talk about the student who might consider this. This is not every student at Schoolcraft College that will want to get involved in this project. This project is an extensive project. It would require, at a minimum, probably eight hours of counseling, so we needed to have a commitment on the part of the student that he was concerned about his lack of vocational choice and wanted to do something constructive to get more information about how to make career decisions for himself. So the student then is a committed person toward career decision-making.

First of all, let me describe the format of the sections, because they are all similar. We wanted this to be a practical kind of thing for our counselors. We had extensive background is the course work and the theories of vocational career decision-making. But these were not always applicable in a practical way. So what we were going to do in actually preparing a session was to develop a series of questions that dealt with the session, that developed it via questions and then the counselees response to these various questions. We have notes for the counselor that respond, and I'll get into that a little later, so that this is a question kind of procedure for the counselors. He may present his own individuality with a question, change it to suit himself. But he shouldn't change the content of that question. Let me describe it to you by considering Session One - Vocational History and Development. We think that were a student has been--his experiences--are very important in terms of career decision-making. So Session One begins with

the family background and questions like, "Tell me something about your parents." "Do you think your father is successful?" "How about your other relatives, do they have any other kind of career employment that you seem to have an interest in?" "Tell me about the education of your aunts and uncles." These kinds of questions are asked in the intial stage under that family background. We move then, in the same session, into a vocational fantasy area. "During the ages of one and five what kind of experiences do you recall in your play activities?" "Between the ages of five and ten what kind of fantasies did you have about jobs?" "What kind of career did you think about in high school?" "What kinds of things went through your mind?" I'm not giving you all the questions, obviously, but these are the kinds of questions that we're asking.

A third part of the Vocational History asked about, for example, everyone had chores around the house. "What kinds of things do you remember doing?" "What was your first job that you got paid for?" "What were your reactions to some of those?" We get the student, then, at the end of the session, to summarize those answers that he gave, to see if he could summarize, in words, what he said to the counselor on that particular day. The end of the session we ask him to present, next time, three careers that he had thought about, and thought he might have some interest in. After every session, we would continue to build on that listing. You'll see why as I proceed.

The second session we dealt with that area called Personal Career Needs. We recognize that frequently persons have employment that does not fit them personally. They're miserable on their jobs, they dread going into work. We felt that we had to deal with areas like the physical setting of jobs. We asked questions like, "Describe your ideal working area." "Would you consider yourself an indoor or outdoor kind of person (or both)?" Things like, "What area of the country would you like to work?" Another part of this Personal Career Needs Session is the individual preferences, the data - people - things concept. "Would you rather work with data, with people, with things, with combinations of those types of employment?" Get the student again to consider those types of concepts. We get into the degrees of emotional involvement that people have on their jobs. The emotional involvement that a nurse has, the emotional involvement that a public official has as he lives in a fishbowl. Those are the concepts that we were dealing with.

Then the Educational Training and Preference. "What kind of education do you prefer?" We approached this in a very broad way. Educational experiences are not just experiences that happen in an educational institution. Educational experiences happen on the job, in your work experience, they happen through apprenticeship, in vocational and technical schools, they happen in colleges and universities, and these are all educational experiences. What preferences might the student have and questions along this line. We present them with classifications of employment and give them some sheets that list many of the OOH and the six categories that the OOH uses. And we dealt with questions like, "How important is advancement for you?" Or, "The monetary returns that you expect, are they immediate or in the future?"

The next topic is one that we feel is all-important. That is the area of self-concept. Without self-concept, without an understanding of himself, his ability to make a career choice is severly limited. We

ask, "How would you change your appearance?" Not easy for a kid sometimes to respond to, (or, not kids--adults). "Are you satisfied with your appearance?" "How do you feel others react to you (in a physical way)?" "Intellectually, how do you see yourself?" "How would you describe your intellectual make-up?" "How do you think your parents feel about you?" "How do you see your friends from an intellectual point of view?" An area within self-concept is the inter-personal relationships. "How do you generally get along with people?" "How would you change the way you relate to people?" "How do you think your best friend would describe you?" "How do you feel your parents react to you?" "When do you like yourself the most?" "What kinds of roles do you usually assume in a crowd?" Those, again, are the kinds of question in self-concept that we get the student to respond to. Some additional questions in self-concept such as, "At this moment, what do you like most about yourself?" We get into some human potential material with the Schoolcraft group, "What do you feel are your greatest strengths?" "If you had your like to live over again, what changes would you make for yourself?" "What prevents you from making those changes?" "What would you have to do to become more like a person that you admire?" "How do you describe a successful person?"

As we move from self-concept we get into an area that is one of realism, level of function. What kind of information do we have about students that give us some indication of level of function? Certainly the student. What was his academic attainment? "What was your curriculum in high school?" If he happens to be from another college, you would deal with that. "Let's look at your academic records." Get out a transcript of a high school record. You've got some index sheets, you've got a series of appendices that I haven't talked a great deal about that we would use to plot the grades that a student would have in his English, Social Studies, Math, Science, whatever. What kinds of patterns are apparent in terms of these things from your educational experience, as a transcript would indicate. "What were your feelings about school and studying while you were in high school?" Try to get the student to recall his attitude when he took tests in high school. Did he just go in and mark answers and didn't much care how he did, didn't really try? We review tests and what they mean and give him a test interpretation of the tests that are in his record. I didn't mention it, but after the first session we would give him an interest inventory so that we would have this available when we went into the level of functioning area. If we are dealing with an adult, we might want to do more testing, apptitude testing, achievement kind of testing. Now this can be a very defeating kind of thing for a low-level ability student. If he was a C-D student in high school we get into the area of special ability. We feel that people everywhere have some sort of special talent that he needs to identify. "Is there anything you do especially well?" "What skills of abilities enable you to do this well?" "Are there jobs where you've done particularly well?" "Are there hobbies that you have?" This particular interview, and the others, end in a positive note with him recognizing that there are special abilities about himself even though some of the educational, some of the academic and testing information may not be very positive, in his eyes at least.

Additional information---"Do you have any special physical chara-

teristics which need to be considered?" "Do you have any limiting disabilities?"

From this point we move into the area of career information. Here we're in a session that is a teaching session, more than anything else, because we're going to identify the various places that you can get career information, the various ways that you can get career information. One of the things we're going to do is work through the Occupational Outlook Handbook and say, "Let's take one of the careers you've been looking at", and by this time he's got perhaps a dozen, perhaps fifteen areas that he has identified that he might have some interest in. We'll take one of those and we'll work that through with the OOH, then describing a great deal of information about that particular career. We teach him how to use that piece of material, show him how to use the career information file that we have in the office.

Then we'll charge him to go out and give him some materials, some occupational information sheets that have the various areas for each of the jobs that he would like to seek more information on. The occupation and nature of work, places of employment, training and qualifications, earnings, the work conditions, the outlook of the job, related employment to that job, opportunities for advancement, amount of education required, entry level of the job, the advantages and disadvantages. He would complete a sheet like this for every area that he had an interest in. We attempt to get an interview with persons that were employed in the area of interest. Before we send him out we talk with him about that interview and how the person can be biased and present a very positive point about that particular career, but then again the person may not be so positive. But he has to fill out the information he gets from these sources as to the attitude of the man, or the woman, he talked to. Some preparation for that interview is necessary.

The summarization, then, deals pretty specifically with five general areas: have him think about interests, about talents and aptitudes, about academic ability, about work-style priorities, about life-style priorities. And he is able to, on a summary sheet, list these various entries. We'll ask him for five interests--talent and aptitudes--give us five interests. Academic abilities--where is he strongest? What are his life-style priorities, what are his work-style priorities--we'll ask him to rank some of these things in the order he thinks is most important. We'll get him to list the occupation after he has done the information-obtaining situation. Which of them seem now most important to him? We then allow him to react to the occupation that he thinks he has the interest. Do these five categories fit or are there real discrepancies? Does he have an interest in Engineering, but lack ability in Math and Science is a very simple example.

We dealt with the development of this program for a year. We have used it with our students this year but we are still in the review stage at the moment. We are finding out that the students are extremely interested in the involvement in the process. We thought these sessions would be an hour long but they have become two hours long. That defeats some of our purposes because it's two times longer, so we have considered editing this process to a group procedure--one that perhaps we can have eight or ten people in a group and still use this model, as a group procedure.

STUDY SKILLS - AN ISSUE IN ORIENTATION

by
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Study skills are an issue in orientation because they are an issue with colleges and universities. Study skills are an issue because the institutions of higher education have only given lip service to the concept that sound education requires a sequential development of study skills and reading skills as well. Students come to college embarking upon a new educational experience and are expected to come complete with all the skills needed for mastery of their college work. Even though many of these skills were not needed in high school or were not utilized with the same degree of sophistication necessary in college work, the students are still expected to have them or suddenly acquire them without any guidance or instruction.

Many college educators deny the fact that colleges have a responsibility for teaching study skills to all entering freshmen. This means that there are students coming from varied backgrounds, not just the "educationally deprived", and all need the kind of help that can be provided in a study skills program. I have had students from all white suburban schools tell me how they had received all A's and B's in high school but had never needed to study. They were utterly stymied when they were confronted with material in college that necessitated study and discovered they did not have the slightest idea of how to really study anything.

The college educator's attitude is reflected in the fact that most study skills courses are labeled remedial and offered "sans" credit. It is the halo of remediation and the idea of a lot of work without compensation that keeps too many students away from the study skills program that could be their college survival kit. There are also times when the first year requirements are so heavy that even if credit is given the students do not have time for it. Therefore, the first factor that must be assessed about a study skills program is the attitude and commitment on the part of the university or college toward such a program.

How then does such a program fit into orientation? It is a fundamental component of the orientation program, but not as orientation programs have traditionally been structured. Orientation is a continuous experience. The parameters of the study-skill component can best be set by the students in consultation with the study-skill counselor. This means that the length of the program for which some credit can be earned and one in which a student can enroll as often as is necessary.

There seems to be difficulty in getting first quarter or first semester freshmen to participate in study skill programs. They seem to be better able to relate to such a course after they have met with the failures and/or frustrations of that first quarter or semester. I think that this behavior is the result of the dim light with which such programs are viewed and presented. I think it is harmful to the students to wait until they have become frustrated and discouraged. Study skills in particular and orientation in general should be presented to the student in such a way that the students realize that they are being presented with skills that are needed to negotiate the system as pointed out by Dr. Thelma Vriend in her talk on "Orientation as a Total Entry Experience."

Dr. Vriend also mentioned that orientation should provide the students with strategies for winning the college game. Strategies for winning, a perfect definition of what study skills should and can be.

Since each college and each course of study requires varied techniques for winning, caution must be exercised in adopting a study skills program just because it has been successful in another setting. The study skill instructors should design their program in consultation with faculty members and upper class students. Faculty members and department heads should be encouraged to examine their course content to determine the skills that will be needed to successfully cope with the content. Upperclass students can be interviewed to determine which skills they felt they lacked as freshmen and which ones they feel are most crucial for successful college work.

Courses should be designed so that class meetings are as frequent as possible. Learning theory bears out the fact that shorter, frequent sessions are more effective than longer, less frequent ones. One hour sessions three times a week are ideal but two one and a half hour sessions can be helpful. The once a week sessions even though they last two hours or more are in my opinion, hardly worth the time. Summer courses have many disadvantages. The students are not actually experiencing "real" college life and most of the work tends to be theoretical unless a method is devised, such as the one I will describe later, that stimulates some real life situations. In such a case I still recommend a continuation of the course through the remainder of the school year because new concerns and demands do arise that could not necessarily be foretold in the summer.

Student needs are varied, so individualize instruction as much as is possible. This means that if some students need and want structure, it should be provided. Other students will only need a few suggestions and will be able to proceed independently. Small group sessions can be utilized when there are several students with common concerns or needs.

Although practice material can be purchased and effectively utilized, I advocate extensive use of the texts and other materials that are or will be used by the students in their classes. It is my contention that one reason research has shown negligible effect on grade point average and attrition rates of the students taking reading and study skills courses is that the course failed to demonstrate to the student how to deal with materials actually being used. If an examination of the student's text book reveals that there is an inability to discern the main idea, then some practice material can be utilized followed immediately with reading and practice with the text. Students must be able to see immediate results and the direct relationship between the practice exercises and their actual class work. The idea that if you will work with these practice exercises for a few weeks or even longer, then <u>next</u> quarter you will be able to see the results has absolutely no meaning for the students who are conditioned to immediate gratification of needs. Then too, there are those students who are able to perform quite well on the practice material but who are unable to see the connection between that work and their text books unless the similarity is clearly pointed out to them.

This idea also extends into such areas as scheduling, notetaking, etc. Individual schedules can be designed on the basis of the needs and obligations of today's student - not on the basis of theories developed thirty years ago. Have the students make up schedules then try them out; after a trial run have them examine their schedules to determine how workable and realistic they are.

Library skills are often thought of in terms of the card catalogue and the Dewey decimal system - how terribly limited! College libraries contain types of reference materials never utilized or even discussed in high school, the ERIC system is a good example. Then there are various procedures peculiar to each campus library for checking out books, etc. With the need to utilize the multiple sources available for information there is an even greater need for college educators to not only inform students of these sources, but to effectively teach the skills for using them.

Notetaking techniques become more meaningful when the instructor sits down and, with the student evaluates the notes that the student took in his other classes. Ability to underline can be diagnosed by looking at how the student is underlining text book material.

At Floyd Junior College each faculty member provided the study skills course with a taped lecture, an excerpt from the text which served as a basis for the lecture, and a sample test over the material. These three things can be used to teach many study skills in a most meaningful manner. Notetaking from the lecture, underlining or notes from the written material and test taking techniques are some of the obvious areas that could be explored. Undoubtedly there are other skills that could be developed depending upon the nature of the materials and the students needs. If there is a summer or early fall orientation program this method could be a good introduction not only to college class procedures, but also to the instructors and to the kinds of things that will be dealt with in the study skills course in which the student will or can be enrolled.

There are many questions about diagnosis and evaluation of such programs. Although this may sound like heresy, I am opposed to standardized test for such courses. Experience has demonstrated that informal reading and/or study inventories such as the one found in The Now Student by Spargo and individual conferences have yielded as much and, in most cases, more pertinent information than found with a standardized test. Pre and post testing often becomes ridiculous when you realize that the skills the student wanted and needed to develop and which have proved successful in dealing with his or her classwork are not even measured by such tests. Another great danger is that the student who needs the course the most will perform quite poorly on the test and the results will only reinforce the student's shortcomings and inadequacies. How much more beneficial it is to assess with the students where they want to go and what will be needed to get them there. If the faculty has been consulted at the inception of the program, the study skills instructor should have a fairly clear picture of what skills the students will need. Faculty members will probably be very cooperative in this venture when it is pointed out how their teaching can be made easier if the students have the skills for dealing with the content.

As far as evaluation is concerned, it seems to me that the best measure of the program's effectiveness is the degree of success the students have with their studies. For example, a test could not determine that a student's ability to complete assignements was due to the correction of poor scheduling techniques. The improvement in this area is best evaluated by the student and his or her instructor observing the changes.

Study skills <u>are</u> a vital issue in orientation! They are an issue that must be dealt with if college educators are going to accept their full responsibility for educating students. Two of Webster's definitions for orient are: "to set right by adjusting to facts or principles" and "to acquaint with the existing situation or environment." Since college orientation programs are trying to do both of these things, study skills <u>must</u> be a part of the program. They must be dealt with effectively if the orientation program is to really fulfill its purpose.

TRANSITIONAL PROBLEMS OF TRANSFER STUDENTS

by
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At many four-year schools, there are more transfers from four-year colleges than from two-year colleges, e.g., University of Illinois, University of Michigan. However, there's been little research collected on this group, hence my remarks mainly focused on the JUCO transfer. I'm not here to define a model for the orientation of transfers - that's the job of your task forces---I'm simply going to review some of the research data on transitional problems of two-year transfers, and along with it, some of my personal biases as to important issues. I hope that these brief introductory remarks will then stimulate some discussion here and form the basis for later discussions related to the finalization of orientation models as they affect the transfer student.

Characteristics of the J C Transfers

Koos, in The Junior College Student, 1970, University of Florida--1,000 pages and K. Patricia Cross, in The J C Student: A Research Report, ACT--short-- had this to say about the transfer student.

Their main characteristic is heterogeneity--in age, educational background, socio-economic background, and career goals. Here are housewives, vets, minorities, etc. Generalized comparisons with four-year college native students find them older, academically weaker, more uncertain and confused about educational goals, poorer, less realistic about abilities and goals, living closer to the four-year school, more vocationally and practically oriented, with fewer models of college-educated people in the realm of family and personal associations.

Let me give you two examples, one social and one academic, then you can determine their implications for orientation programs.

Social Example: Dr. Thelma Vriend indicated that her student body at Wayne County Community College in Detroit can be described as follows:

Average Age: 27 (I'm sure many are 18 year olds)
58% non-white with 87% receiving financial aid
70% employed
2,000 veterans

Academic Example: ACT Study (1969)

		4 yr.	2 yr.	Diff.
ACT:	C	20.5	18.0	2½ S.S.
HSGPA:		2.65	2.32	.331

IMPLICATION FOR ORIENTATION

Academic Performance at Senior Institution

Knoell and Medsker (1964), (national study), found that transfers generally drop about .5 GPA after transfer, but, if they remain, experience gradual but steady recovery toward their pre-transfer GPA in successive terms.

John R. Hills (1965) of University of Georgia - found same phenomenon to be true in the southeast and labelled it "transfershock"--the abrupt change in academic and social life styles for which the transfers were unprepared.

E.S. Elliot, "Journal of College Student Personnel", May, 1972, found that this same transfer shock phenomenon was still true in almost the exact form identified by Knoell and Medsker and Hills about a decade earlier.

My initial challenge to you was to be -- Why can't orientation programs deal with this so it can be reduced--Perigo said why should it exist at all? Certainly it seems related to induction and initial copeability (if there's such a word) and these are responsibilities of orientation.

SOCIO-PERSONAL CHARACTERISTICS OF JUCO AFTER TRANSFERS

To begin, I want to depart from research findings and interject a personal bias--the biggest problem of JUCO transfer adjustment is one of attitudes, not theirs, but the receiving four-year institution. Many four-year faculty and staff feel that the JUCO transfer is an inferior animal who simply must be tolerated as a necessary political and economical problem. As Edmund Glazer, Executive Secretary of the American Association of Junior Colleges, said of articulation, which is equally applicable to orientation: "It is both a process and an attitude and attitude is the more important of the two, for without it, there can be no workable process. So to begin with, what can you, as orientation specialists, do to improve attitudes of your faculties and staffs toward the JC transfer.

As for research findings on the attitudes of JC transfers: H.D. Buckley, "Journal of College Student Personnel" May, 1971, found that at SUNY, transfers had similarly unrealistic almost mythological expectations related to the senior institution as do freshmen. Both tended, about equally, to exaggerate expectations and anticipate unrealistically high intellectual and social climates. He says that in addition to dealing with the recognized "freshman myth", we must also be prepared to deal with a "transfer myth."

Conrad and Worley, (1972) found in the KSU study that transfers differed from freshmen in being more concerned with vocation and academic matters and less with social affairs -- but in a seeming contradiction, they also rated experiences outside of the classroom as important or course work - in contrast to freshmen who did not hold that view. Thus, even though transfers preferred more traditional, structured courses.

Again, what are the implications for orientation programs for transfers in light of the "transfer myth" and the greater transfer concern for vocational/ academic matters, preference for structure and tradition, but belief in the value of outside experiences to their education?

A Problem of Academic Information: Credit Transfer

Taking the view that orientation must be concerned with the total impact of the institution on the new student, I want to introduce a topic not generally considered within the domain of orientation -- transfer credit loss.

Knoell and Medsker found 8% of transfers lost a full semester of credit or more upon transfer--over half lost some credit.

Five years later (1969), Willingham and Lindikyas found, in their national sample, that 10% lost a full semester of credit, with significant percentages of others losing lesser amounts.

This is, at base as much a matter of attitude as it is of propoer planning and communication. What a way to start out at a new institution! To emphasize how this relates to attitudes, Thomas (1971, reported only 2 of 5 institutions notify students about credit transfer before enrollment, and Sarnes (1970) reported that in Illinois, 40% of senior institutions not only didn't notify, but didn't see this as a problem. My question to you is: Is there an implication for orientation in this problem area?

What Research Reports Senior Institutions Doing About Transfer Orientation

Knoell and Medsker (1964) claimed there was an absence of concern among senior institutions for the orientation of transfers. At best, they were lumped with freshmen and showed little interest in orientation.

Willingham and Lindilayan (1969) found that 5 of 6 (146) need no special transfer information and admitted transfers after freshmen. Also, while 33% of freshmen got aid, only 14% of transfers (a generally poorer group) did.

Goodale and Sandeen (NASPA, April, 1971) surveyed 624 institutions and 51% required transfer orientation attendance, but only 41% of this group had separate orientation programs for transfers. In their 1972 article, Goodale and Sandeen reported transfers being highly critical of orientation.

I think there is a relationship between lumping them with freshmen and their criticism of orientation.

Conclusion

In my view, the research demonstrates that transfer orientation should depart from freshman models thru emphases on:

1. course credit evaluation and its options and remedies
2. more intensive career counseling
3. more efforts regarding financial aid
4. more intensive efforts at providing initial academic support
5. a separate program

There is more, but this isn't my role - I couldn't resist just mentioning these few.

THE NEEDS OF WOMEN STUDENTS

by
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The needs of women students on college campuses are directly related to the problems they face in society at large. Basically women are battling two factors. First, the stereotype others hold of them and secondly, the stereotype that they hold of themselves. In order to realistically confront these two factors, women need to recognize their potential as human beings and as individuals and also to develop a self-concept which is not demeaning but one of value and worth.

A college education has the possibility of assuming a significant role in meeting the needs of women. But in view of the dynamic status of women in society which is basically due to a recent awareness of their potential as achieving and productive members of society, college personnel need to be sensitive to two factors. First the reasons why women attend college and secondly the expectations or goals women feel are important in a college education. When viewing the first consideration, the reasons why women attend college, two general assumptions appear to hold true for most women. These are, the parents have expressed a strong desire for their daughter to attend college, which causes the women student to see little personal value in college and hence, her academic performance suffers or the second reason, the woman has rebelled against her parents wishes and she is attending college hoping to make something of herself; in which case a danger exists that she may transfer her rebellion against her parents to a rebellion against the school. The second consideration concerning what a woman expects to gain from her college experience basically involves three different approaches or a combination of these approaches. The first of these placed the emphasis on homemaking skills and family education in order to prepare the woman for a role as mother and wife, the next approach emphasizes attaining a liberal arts background for the purpose of preparing the woman, as an enlightened individual, to face readjustments in the future as her life style changes and finally, the third approach, in which the woman is concerned about preparing herself for a profession or career that will be independent of home and family responsibilities.

It appears obvious from this discussion of the different reasons why women attend college and the varied approaches or outlooks that women take in relation to a college education, that it is neither feasible nor is it desirable to develop an educational program that is geared to women in general. For a college experience to be of optium value for a woman, the educational program must be based on her needs and goals as a person and as an individual.

Generally speaking, colleges need to make a definite effort to build the self-concept of women students in order to make them realize the realities they will face in the future and the roles they will be expected to play. One concept that explores the different stages or roles that a woman encounters in her lifetime and the average age at which the stages occur was developed at the University of Minnesota and is referred to as the SPAN Plan. Briefly the SPAN Plan outlines a continuum of the key events a woman will experience in her life, college at 18, graduation from college at 21, marriage at 22, birth of her first child at 25, birth of her second child at 27, both children in school full-time when the woman is 32, and then death at 81, which is the current average life expectancy for women. The goal of the SPAN Plan is to vividly point out the fact that for 49

years of a woman's life, from the time both children are in school until the time she dies, she faces the question "what do I do with my life." Acknowledging that this period in a woman's life exists and should not be left to waste away, has important implications for those advisers and counselors that are responsible for helping women realize what they will confront in their lifetime. For the woman who wishes to graduate from college with a marketable skill, the SPAN Plan shows evidence that there are many years in her life that this skill can be put to good use, provided that it is a skill that is well suited to her needs, goals and life style.

But women need more than facts and information about the expectations society holds for them, they desire an atmosphere generated by faculty, administrators and the college as a whole which they feel is perceptive and sensitive to the pressures placed upon her. These pressures stem from the existence of a double standard in the areas of employment opportunity, legal rights and social norms.

Thus far, I have presented the needs of college women in general and now I will offer my interpretation of how these needs of women can be incorporated or explored in an orientation program. The fact that women who come to college directly from high school are in college for the value of the immediate experience rather than for the rewards of a college education as it relates to long-term career or professional goals, lends strong support for the establishment of a satisfying and fulfilling orientation experience. For most women, again speaking of those coming to college immediately following high school, the transition from home to college requires a major shift in self-concept and self-responsibility. This need of women could be fulfilled to a large extent in an orientation program if the atmosphere of the campus and the attitudes of all those involved with orientation reflected the perceptive and sensitive approach to outside pressures placed upon women.

Another aspect of orientation which is related to the building of self-concept and self-responsibility in women is that of academic advising. An academic adviser has the potential to aid the women students in developing these attitudes if he or she is knowledgeable and empathetic to the needs of the individual woman student. If the adviser, in counseling and advising sessions, is aware of the background of each individual woman student, he or she will be able to better guide the student into an appropriate and satisfying educational experience rather than blindly advocating a program or discipline which has been stereotyped as appropriate for women. These stereotypes are based on the inaccurate assumption that most women value similar life goals.

Another point which should be considered at this time is the observation that women generally become more involved in college life than men and if this involvement or sense of being a functional part of the campus does not come about, a woman is likely to rapidly become dissatisfied with school and leave. This is a need of women that should be attended to by all members of the college community but especially by those initially involved with students in the orientation period. Women need to be informed about campus activities and organizations and encouraged to get involved in order to satisfy their desire to become a valuable part of the college community.

So far in this discussion, I have been mainly concerned with the woman who enters college directly from high school and now I need to mention the special needs of women who enter or return to college after the age of 30. Older women

are motivated to get a degree that they can use and these women should be made aware of the types of educational programs that are suited to their personalities and are in demand in the working world. This information should be relayed to these older women during the orientation experience.

Another type of woman who needs special consideration in an orientation program is the married woman. First, the structure of the orientation program should be flexible enough to accommodate the married woman in light of her home and family responsibilities. Secondly, these women should be informed of an academic program that fits their needs and one which is feasible, assuming that married women will encounter some conflicts due to the time they will be able to devote to college in view of other responsibilities.

In conclusion, I hope that I have offered you some new insights into the specific needs of women in higher education and ways in which these needs can be met in an orientation program.

THE BLACK STUDENT ENTERS HIGHER EDUCATION

by

Patricia Graham and William Daniels

In the past decade, the necessity for a college education has increased greatly. Particularly for blacks, upward mobility makes a college education practically mandatory. Because of increased black enrollment in traditionally white institutions of higher learning, certain changes must be made to facilitate the black student. The most important of these is to present a realistic view of the college experience on which they are about to embark. Going to college is a frightening experience for the entering freshman student, but even more so for the black student. Concerned faculty and staff must work closely with the new student orientation program to provide supportive counseling for the incoming black student.

The black student, in the new student orientation program, should be presented with honest and factual information concerning the college experience. Too many black students have discontinued their college education because of severe disenchantment with the rigid, impersonal structure of college life. These black students were presented with a completely fantasized picture in their orientation program after which the student no longer had sensitive and concerned supportive advising.

Rather than taking the typical "white liberal" point of view, that all freshmen are alike, or attempts to eradicate the differences between black and white students, it is of utmost importance that these differences not only be realized, but dealt with in the orientation program. Many students who attend predominately white institutions have had little or no contact with members of any ethnic group other than their own. In this atmosphere, the initial contact with persons from backgrounds other than their own may be plagued with suspicion, distrust and even hostility.

In the orientation program where many students from wide-ranging backgrounds come together in a new and foreign environment (the college campus), it is necessary for all participating students to make this experience as real as possible. This obviously is not an easy task to undertake but it is a very necessary one.

For the new student orientation program to be most effective, the relationship with one's peers must be one of understanding and tolerance.

A separate orientation program for blacks is not necessary. However, the special needs of the black students must be attended to. In part, this can be done by providing black student leaders in orientation, who can interact with the new student and provide accurate information about the black experience at the college. What is it like to be black on this campus? What are the special problems that blacks face on this campus? What black organizations can I relate to? Is there black faculty and staff here? Do the faculty and administration accept the fact that black students are here to stay? All of these questions can best be answered by black student leaders, black faculty and staff.

THE NEEDS OF VETERAN STUDENTS IN HIGHER EDUCATION

by
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Pontiac

Educational opportunity for veterans has again become a priority for institutions of higher education across the country. Shortly after World War II, the admission of large numbers of veterans into college brought about changes which served to enrich the college experience for all students. Both the government (both federal and staff) and the colleges provided benefits which made higher education attractive to veterans and provided support for thier survival and success.

Today, many veterans are again entering higher education, but after serving in a less popular way. Because of the intense feelings about the war, especially in institutions of higher education, there is a very critical need for orientation programs to address the questions relative to the survival and success of the veterans. Their needs are no less than the veterans of WWII, in fact, their needs may be greater because of the unpopularity of the Vietnam conflict.

The veteran needs an advocate on college campuses who can assist in making the transition a pleasant experience. An office of veteran affairs can monitor the implementation of the university's commitment to veterans. Both peer and professional counseling are important to the survival of the returning vet. The services of this office must be realistic and designed to meet the multifaceted needs of the vet. A veterans club can provice much for the returning vet which no other institutional device can give. Such associations must be encouraged and supported.

The advocacy role of the office of veteran affairs must of necessity, examine academic policies and recommend changes which will directly enhance the vets chances for survival. After the WWII, many institutions provided academic credit for military service, special tuition plans, special housing and a number of other services designed to make college going easier. Today, the need for these are just as great and should be encouraged.

In planning an orientation for the veteran, the institution should consider, among other things, the following areas.

- There is a need for veterans to have opportunities to get together during the orientation program. This does not necessarily mean a separate program, but it does mean a special session in the program.
- The average age of the returning vet is approximately 21.
- Many veterans will come without a high school diploma, but with GED and an average high school GPA of 2.0.
- Veterans returning to college often left with average GPA of 2.0 but 84% achieve at better than 2.00 upon their return.

- One-third (1/3) of the army personnel went into the army without high school diplomas, and about 20% of air force personnel went in without diplomas. (Most of these persons would enter higher education with GED Certificates).

- Veterans have been trained in career programs (medics, combat engineers, clerical, draftsmen, etc.) which may be translated into courses of study or qualify vet for academic credit under the guidelines of the American Council on Education.

- All vets should be provided an opportunity to meet with and register with the veterans club as well as the veteran affairs office.

- Provide information on the veteran tutorial assistance program (21-E-1990). Each vet is entitled to:
  $50 per month for 9 months or $450 yearly
  for tutoring during four-year college program.

- Inform veterans that form 21-E-1990 is required when he decides to transfer to another institution. The form should be processed at least six months prior to actual transfer.

- Discuss tuition deferral plans for veterans to be used while vets are waiting for their first check.

- Inform vet of institution's policy regarding credit for USAFI courses, the CLEP test.

There are a number of other areas which must be included in an orientation program. These can be provided for through the inclusion of the Veterans Club in the planning as well as the veterans affairs office.

TASK FORCE REPORTS*

Community Colleges (Task Force 1)

Orientation programs serve an important function of give and take between colleges and students. During the orientation sessions the institutions can appraise a new group of students; their needs, ideas and aspirations and begin to respond to those needs in redefinition of programs. It is up to the community college by presenting the orientation in an informal atmosphere to insure that students feel free to express themselves so that staff can learn what are their needs and interests. Some basic do's and don'ts of Orientation in the broad sense: (defined as that program(s) that provide students with a systematic approach to success).

DO'S	DON'T'S
Good public relations is the beginning of orientation	Avoid the selection of administrators who don't know or care about student needs
Build in flexibility	Don't promise what you can't deliver
Provide for evaluation of program	
Utilize peers as advisers	
Maintain awareness of changing needs by attention to atmosphere (informal)	
Provide for assessment of academic skills which leads to manipulation of the system to reach goals by building the appropriate skills with help in decision-making along the way	
Invite other staff and faculty to be part of orientation programs in informal rap and coffee sessions	

Public universities under 10,000 (Task Forces 2,3)

Areas of agreement for these two group were: (1) Definition of Orientation - an experience for all new students that provides a social component for interaction; provides the total entry experience designed to assist a new student as he explores the process of higher education and the techniques of survival and success. The emphasis in both groups was on process, developmental, continuous and a combining of academic

* The reports from similar type universities were combined and condensed to highlight the common areas of discussion and unique suggestions for orientation programming. If you desire the full-length copy of your individual task force, please write to us and ask for it; we will send it out immediately.

and social experiences in programs. (2) Goals and objectives of orientation - the components of a summer or fall orientation program should be: a) information giving (policies and procedures, services, academic programs, registration and extra curricular activities), b) academic advising including career advising, c) testing or assessment by some means of individual capabilities, and d) development of community. (3) How to accomplish these goals - both groups felt that informal small group sessions could accomplish most of these goals with leadership provided by student and faculty advisers working as a team.

Continuous orientation needs to be considered as an extension of the foundations laid during a short summer program. Orientation during the freshman year should focus on study skills, reference groups, moving into the whole range of campus organizations, career planning and building problem solving skills.

Both groups singled out the need to meet each student "where he/she is", either individually in a conference or by working together as a "deficiency group" to establish present skill levels and assess skill needs and plan ways to fulfill contracts to reach these needs, either in tutorial, class or learning center arrangements.

Large public universities over 10,000 (Task Forces 4,5,6,7)

Definition: Orientation begins before the application procedure and extends beyond the first semester. The student must get to know the university in order to know where and how to enroll. Orientation begins then before admission. Written information, packaged in attractive brochures, should be available at the high schools. Campus visits should be organized around social and athletic events at the university.

The orientation program after admission and before classes start should include: academic advising and registration, social life, housing (roommates) small group sessions to build a feeling of belonging, financial aids information, career information, rules of the game (survival). A crisis intervention center might also be included in the on-going orientation process. Orientation should continue through the first year, or until the student assumes a satisfying role within the educational community.

Sub-groups: Different groups have specific needs, however, in addition to the need to feel part of a group. (1) Transfers must have a good system of credit evaluation provided them, policies and procedures explained, a means of relationship building provided and a reinforcement or destruction of their preconceived notions of the university. (2) Parents should have an orientation program to include them in their child's educational process. Their program should be similar to the student program - campus tours, academic policies explained, their questions about housing and social life answered. (3) Foreign students need special attention to their diverse cultural backgrounds - what problems will they encounter and how could they resolve them? (4) Veterans would be interested in information about financial aid and veterans' benefits, drug counseling centers, veterans clubs, credit for service, among other concerns.

Finally, orientation should involve continued life and career planning that leads to placement or further education at the conclusion of

their stay at the university.

Small private four-year colleges (Task Forces 8,9,10,11)

The emphasis in these task force discussions fell on (1) Personalizing the campus for the new student; (2) Getting to know the students individually at their level of personal development - self-to-self, self-to-peers, and self-to-college and wider community - so that initial effort at orienting meets the students real needs. In this connection, campus tours and visits to the surrounding town or city were suggested as important first day activities for orientation; (3) Concentrating heavily on the living situation on campus as a way to bridge the gap between home and new environment (a program on sexuality was a suggestion for a dorm meeting); and (4) Parent orientation as an important event in the total program. Parents need to feel a part of the educational contract. (One program suggestion was a model classroom experience, perhaps in a lab, or viewing an actual class on video tape.)

All agreed that the feeling towards place, people and each other should have priority attention at Orientation. Once the social and personal adjustment activities were well underway, attention could be redirected to academic and career concerns. The second day of an orientation program should acquaint students with the academic program and include meeting with faculty for advising and career guidance.

Finally, registration is the completion of the orientation program. One group suggested that the registrar might present procedural information and instructions to a group with the use of an overhead projector.

Two minor themes emerged in these groups. One was the necessity to protect the integrity of different sub-groups (minority students, foreign students, out-of-state students, veterans, etc.) by providing special program recognition of their concerns; the second was to insure that any program at entry provide for time to be alone: "Orientation and the whole university experience will be enough of a shock anyway without allowing any time to themselves."

American College Personnel Association

Commission II - School College Relations, Admissions and Orientation

Orientation Survey Results

In 1972 seventy-three (73) out of a sample of one hundred (100) colleges and universities responded to a questionnaire in a survey of orientation programs at institutions across the country. Sixty-eight of the responses came from four-year schools and five from two-year schools. For purposes of clarity the two groups were treated separately. Of the 68 four-year schools, 13 were private church-related, 13 were private non-sectarion, and 42 were state-supported; all were co-ed, and all the two-year schools were co-ed and state-supported. The four-year state-supported schools, by way of enrollment, had 0 schools less than 1,000 students, five had 1,000-4,999 students, five had 5,000-9,999 students, eight had 10,000-14,999 students, 10 had 15,000-19,999, and 14 schools had student populations of 20,000 or more. In the four-year state-supported schools, the order of frequency of departments responsible for orientation were: Dean of Students, Student Activities, others, (which included Freshman Services, Counseling, Director of Orientation and Student Development), Admissions, Academic Dean, and Dean of Men or Women. The same trend or order of frequency was found in the 26 four-year private schools, but the Dean of Students, as responsible for orientation, occurred to a far greater extent or proportion than the larger state-supported schools.

Of the 42 state-supported schools, 38 respondants indicated that their students participated in summer orientation programs that lasted from 1 day to 4 days. Attendance at 23 of these summer programs was voluntary; at 12 participation was mandatory and 3 of the respondants

who had summer programs did not indicate whether attendance was required or not. Most of the 42 institutions with summer programs included registration (34), testing (24), assignment of academic advisors (25), and meetings with academic advisors (35) in the students' summer campus visits.

Of the 26 four-year private schools half of the schools indicated that they had no summer orientation programs. Attendance at the summer programs was voluntary for 9 schools, was mandatory at 2, and 2 schools who had summer programs didn't state whether attendance was required or not. Of the schools which had summer orientation programs (13), these varied in length from 1 day to one week and included registration (11), testing (12), assignment of academic advisors (9) and meetings with academic advisors (11) in the programs.

As one can see the trend in the private college was not to have a summer orientation program, probably due to lack of state financial support and the size of the institutions. The median size of the state-supported school in the sample was 15,000 to 19,999 students and the medium size of the private schools in the sample was 1,000 to 4,999 students.

Several institutions conduct special orientation programs for various groups of new students and out of the 68 respondant four-year institutions 43 gave special attention to transfer students, 26 to foreign students, 25 to minority students, 7 to handicapped students, 6 to veterans, and 6 to women students. In addition, parents, married students, honor students, graduate students, Greek students, students from low-income families and students who were academically, socially or culturally deficient were also given

emphasis. The trends were the same in both state-supported and private institutions.

Of the 68 four-year institutions 58 used peer counseling and 62 used faculty members as part of orientation. Of the 67 institutions which responded to the following, 60 conducted a fall orientation program and only 28 had a "continuing" orientation program.

When the total sample was categorized by type of institution, it was noted that the four-year state supported schools listed a proportionately greater specialization of offices responsible for orientation. Departments or individuals such as the Director of Orientation, Student Development Staff, Freshmen Services and Orientation Office and the Office of New Student Programs were not indicated. This was not the case for the other three types of schools. This should be expected in view of the larger enrollments of state supported schools which allow justification of such specialized offices. It should also be noted that larger state-supported schools have more summer orientation programs--38 out of 42. For the most part, these also had a wider diversity of special programs for transfer students (30), minority students (17), foreign students (19), academically, socially or culturally deficient students and superior students.

With the exception of the five two-year colleges in the survey, most of the institutions used peer counseling as part of orientation. Most of the four year colleges involved faculty members in the orientation process and had a fall orientation program. A majority of all schools surveyed did not have a "continuing" orientation program.

A breakdown of the data by size of enrollment confirmed the earlier observation that larger schools were more likely to have

office specialty in terms of orientation. There were 24 institutions with enrollments between 1,000 and 4,999; 12 of them had summer orientation programs and 11 did not. As size of enrollment increased so did the possibility that an institution would have a summer program. All but one of the 14 responding schools with enrollments over 20,000 had students participating in a summer orientation program. Neither the size of the institution or any other surveyed characteristic appeared to correlate with required student participation in summer orientation programs. However, it was found that once over the 10,000 mark there was little difference in special orientation programs represented. Programs for transfers, minorities, foreign students and to a lesser extent married students, women, veterans and handicapped students were offered by these larger schools. Again, most of these institutions had fall programs, utilized peer counseling and involved faculty members. With the exception of schools having enrollments over 20,000, "continuing" orientation programs were not popular. In the category including the largest schools, 9 of the total 14 indicated that "continuing" orientation programs were offered.

Questionnaire responses indicated that all but a few institutions put some effort into the evaluation of their orientation programs. This process was usually accomplished by means of questionnaires and/or discussion sessions held after orientation and it involved the opinions of various combinations of students, parents, faculty and staff. Only two responses made mention of the use of extensive research and grade point averages in evaluative procedures.

February 1, 1973

Ypsilanti, Michigan

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